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IDENTIFIERS	*Building Workers Entering Skilled Trades Project

ABSTRACT

This program development guide outlines the procedures for replicating the B-WEST (Building Workers Entering Skilled Trades) program, a two-term professional certificate program designed to prepare women for skilled jobs in the traditionally male-dominated electrical, mechanical, and construction trades. The components and major activities of the B-WEST project are briefly described. Summarized next are B-WEST training opportunities in the areas of employer/management training and trainer training. The B-WEST mission statement is presented along with B-WEST organizational relationships, staff job descriptions, and program components. Discussed next are the program's recruitment, orientation, and assessment procedures. Strategies and support services designed to improve student retention are listed. The final section outlines a three-phase job development strategy, provides an employer's view of new job development based on economic development, and explains the operation of a job development program in which apprenticeship is used as a training strategy. (MN)

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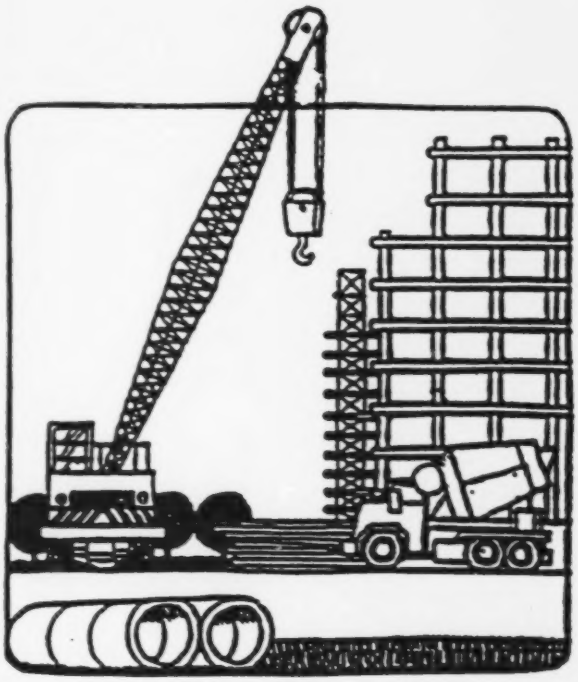
ED 362 778

B-WEST Regional Workforce Training Center

Building Workers Entering Skilled Trades



Program Development Guide

Submitted to the U.S. Department of Education
August 31, 1993

Portland Community College

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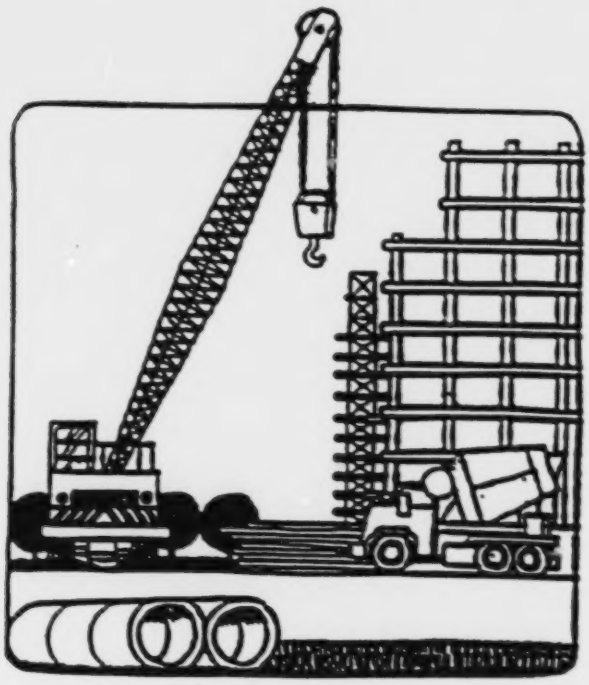
B-WEST (Building Workers Entering Skilled Trades)
B-WEST PROGRAM DEVELOPMENT GUIDE

Summary of the B-WEST Project
Summary of B-WEST Training Opportunities
B-WEST Mission Statement
Organizational Relationships
Staff Job Descriptions
B-WEST Program Components
Recruitment/Orientation/Assessment Procedures
Student Retention/Support Services
Job Development

Summary of the B-WEST Project



Portland Community College

SUMMARY OF PROJECT
BUILDING WORKERS ENTERING SKILLED TRADES
B-WEST, ROCK CREEK, PORTLAND COMMUNITY COLLEGE

In September 1991, PCC received and 18 month demonstration grant from the U.S. Department of Education in the amount of $1.4 million to establish the regional training center, B-WEST (Building Workers Entering Skilled Trades). The B-WEST project will expand on an earlier Department of Education funded project, B-FIT (Building Futures in Industry and Trades), four ways:

I. Development of a model building construction trades program (electrical, mechanical, construction) for unemployed and underemployed men and women. Bilingual education in Spanish/English will be available.

II. A program with emphasis on masonry, with direct involvement of certified masonry trainers, Joint Apprenticeship and Training Councils, Area Training agents, and the Oregon Bureau of Labor and Industry.

III. A program component in employer/management training for diversity in the workplace.

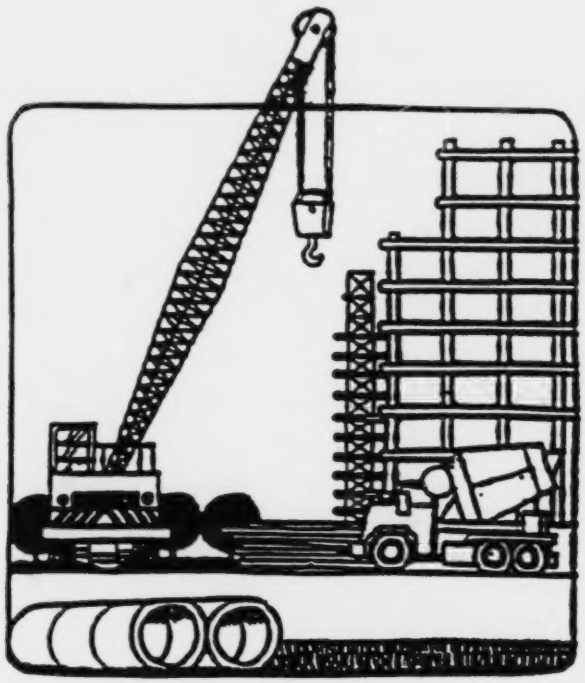
IV. Development and implementation of a regional demonstration center for Oregon and Washington community colleges and high schools which offer technical education.

The project B-FIT is a two-term professional technical certificate program specifically designed for women preparing to work in skilled trades occupations. The program focus is on the electrical, mechanical and construction related trades.

B-FIT includes components to ensure that students successfully complete instruction to apprenticeship training for industrial and building trades in a comparatively short period of time and also to gain and maintain employment in male-dominated workplaces with an expectation of earning a livable wage.

In 1989, the B-FIT program was initiated as an 18 month cooperative demonstration program for high technology. The U.S. Department of Education provided the funding base. Beginning with academic year '91-'92, B-FIT has continued with general funding as part of the Portland Community College, Building Construction Technology Department. In 1991, former Secretary of Labor, Elizabeth Dole, presented B-FIT with the LIFT (Labor Investing For Tomorrow) America Award.

Summary of B-WEST Training Opportunities



Portland Community College

SUMMARY OF TRAINING OPPORTUNITIES

Employer/Management Training

In cooperation with our local training partners and employers, the B-WEST Industry and Community Training Center will offer opportunities to learn successful methods of assimilating underemployed and unemployed men, women and minorities into traditional Caucasian male apprenticeships, work crews and job sites.

The following trainer training opportunities will be designed, developed and delivered:

I. Comprehensive diversity training workshops will be offered to interested employers at the B-WEST Industry and Community Training Center during each student training cycle.

II. Post-employment consultations regarding worker progress will be offered to employers and apprenticeship training agents who employ program graduates and express interest in continued follow-ups.

III. Diversity training workshops will be offered to interested employers at their work site by appointment.

IV. Training workshops will be offered to interested joint apprenticeship and training committees at the request of the committee.

V. Employers and training agents who employ graduates will receive a diversity awareness packet for their use and information.

VI. Contractors and apprenticeship training agents will be introduced to the regional workforce information center and the services offered.

Trainer-Trainer

In cooperation with our regional partners, the B-WEST Industry and Community Training Center will offer structured opportunities to learn successful methods of replicating the program model to solve particular training needs in other geographic areas. The B-WEST Regional Workforce Training Center will serve as a demonstration laboratory where the program can be observed in action.

The following training opportunities will be designed, developed and delivered:

I. Workshops which will be held at the B-WEST Industry and Community Training Center during each student training cycle. These will focus on the comprehensive program design, implementation of each component of the program, course content guides, collaboration with public and private entities, and other state contacts which will facilitate replication.

II. On-site consultations and workshops to be held at specified regional locations.

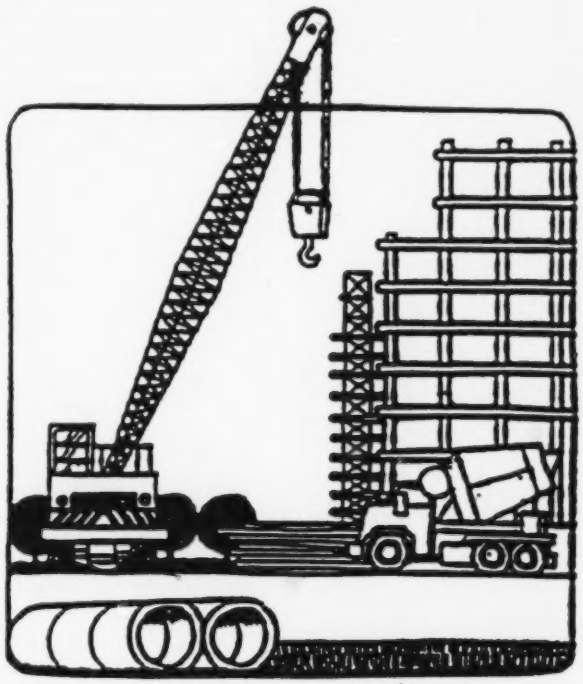
III. A regional information center for trainer, employer and student reference and referral.

IV. Prepared curriculum and promotional materials ready for timely distribution on request.

V. Training materials, including video-tapes, available for trainees to take to their own institutions to inform other personnel.

Because B-FIT was designed as a model program and has already fully developed program materials designed to promote replication, B-WEST will be able to provide trainer-training sessions at a very early point in the 18-month project. Training sessions are scheduled to begin in January, 1992.

B-WEST Mission Statement



Portland Community College

COOPERATIVE DEMONSTRATION PROGRAM GRANT

U.S. DEPARTMENT OF EDUCATION

MISSION STATEMENT

MISSION STATEMENT
U.S. Department of Education

B-WEST
Building Workers Entering Skilled Trades

* Establish a regional workforce training center for the construction, electrical, mechanical, and masonry-related trades which will recruit, train, and assist with trades employment of unemployed and underemployed women, men, minorities, and immigrant populations.

* Utilizing direct involvement of certified masonry trainers, the Joint Apprenticeship and Training Councils, area training agents, and the Oregon Bureau of Labor and Industries, expand the existing training model to include a masonry training component.

* Provide comprehensive diversity training workshops for regional employers and managers to assist in assimilating underemployed, unemployed women, men and minorities into traditional Caucasian male apprenticeships, work crews, and job sites.

* Create a regional industry and community training center program to demonstrate the project model throughout Oregon and Washington to establish linkages with industry and government agencies to facilitate job development, and to disseminate project information regionally and nationally.

PORTLAND COMMUNITY COLLEGE GOALS FOR B-WEST

* To support economic and community development through educational partnerships with business, labor, and public-sector agencies.

* To increase diversity in the student body, faculty, and staff.

* To assist student transitions between college and industry/community training programs and between the college and the workplace.

* To develop additional sources of funding through grants, contributions, contracts, and cooperative efforts with others.

LOCAL AND REGIONAL INDUSTRY GOALS FOR B-WEST

* To enhance targeting, recruiting, training, and employing of females, minorities and immigrant populations in the development of a diverse and balanced local and regional workforce.

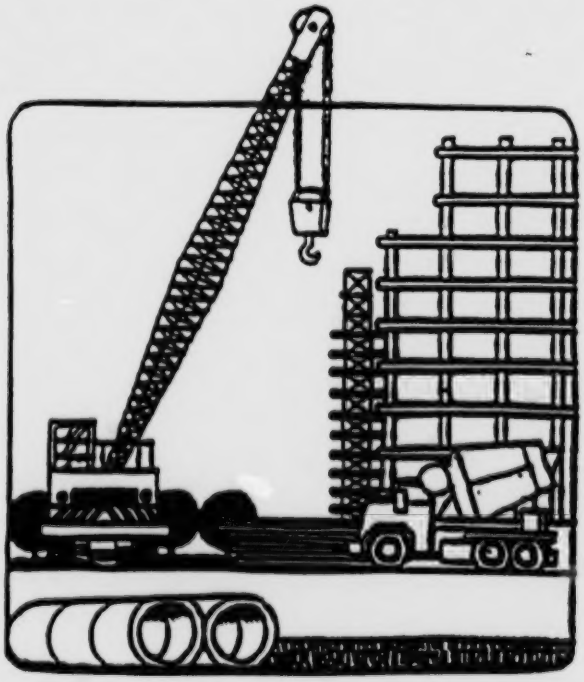
* To improve the workplace environment and communication which will support retention and effective management of a diverse workforce.

COMMUNITY GOALS FOR B-WEST

* To enrich community resources by expanding the pool of trained labor available to foster community development.

* To develop a reliable source of training and employment in family-wage, career-path-trades occupations for women and minorities.

Organizational Relationships

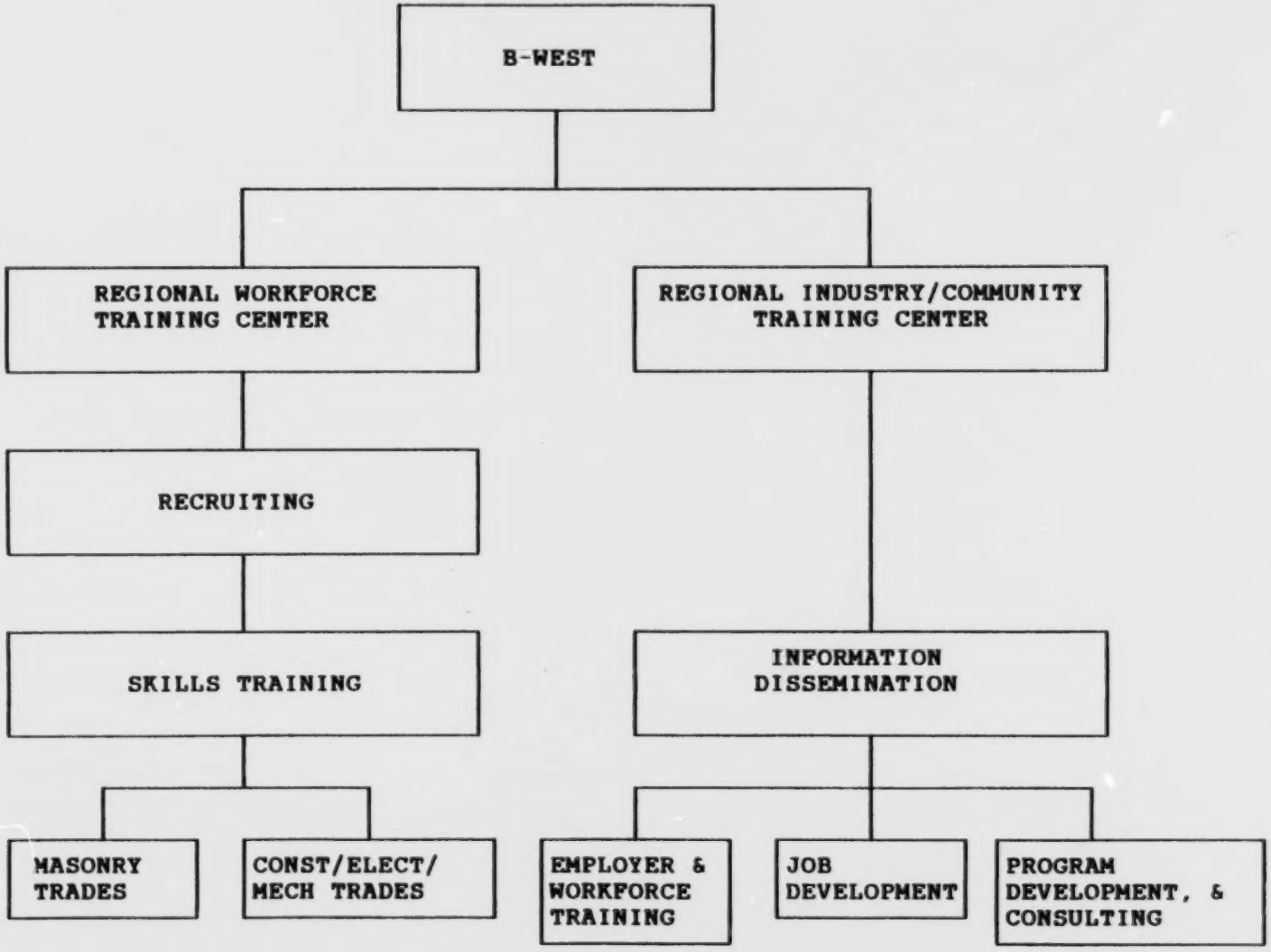


Portland Community College

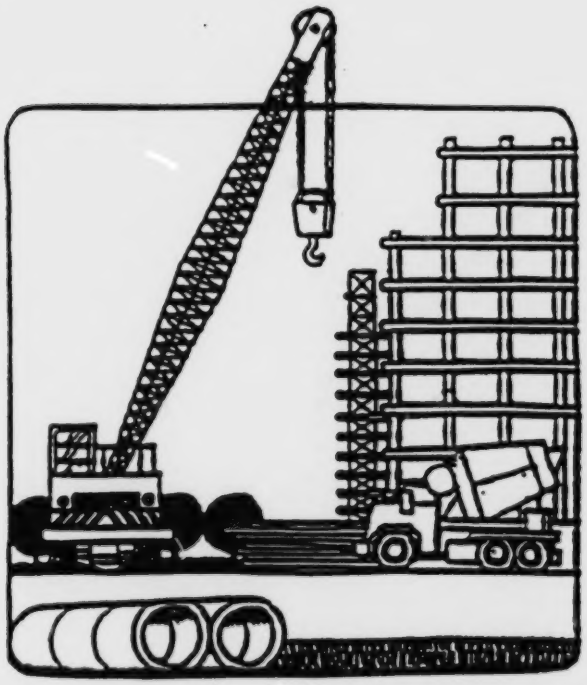
B-WEST
Building Workers Entering Skilled Trades

REGIONAL WORKFORCE TRAINING CENTER

ORGANIZATIONAL RELATIONSHIPS

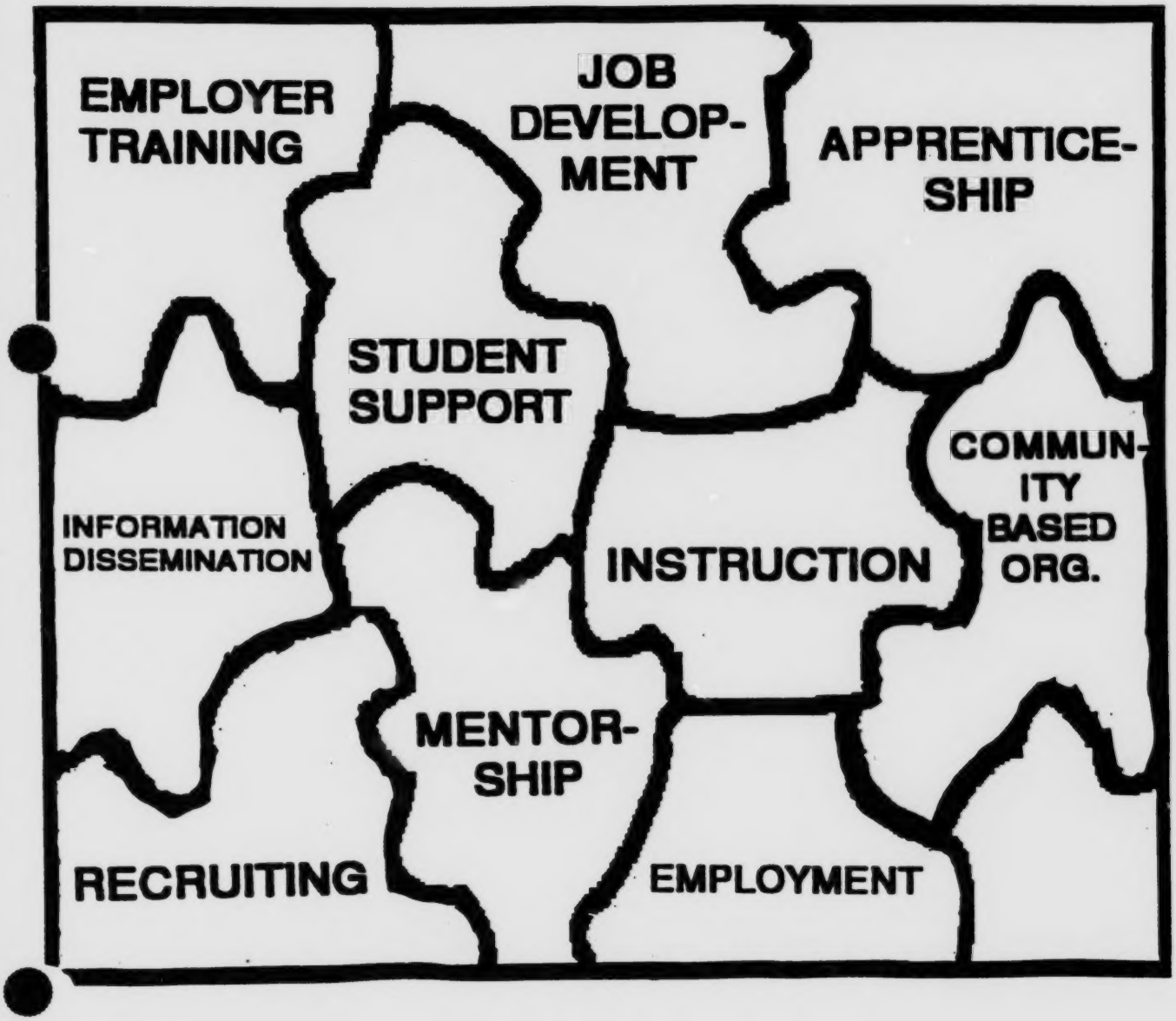

B-WEST
REGIONAL WORKFORCE TRAINING CENTER
REGIONAL INDUSTRY/COMMUNITY TRAINING CENTER
RECRUITING
SKILLS TRAINING
INFORMATION DISSEMINATION
MASONRY TRADES
CONST/ELECT/ MECH TRADES
EMPLOYER & WORKFORCE TRAINING
JOB DEVELOPMENT
PROGRAM DEVELOPMENT, & CONSULTING

B-WEST Program Components



Portland Community College

B-WEST
Making the Pieces Fit



ESSENTIAL COMPONENTS OF THE B-WEST PROGRAM

ADVISORY COMMITTEE

* Representatives of a diverse cross-section of industry and the trades.
* Representatives of a broad cross-section of community-based agencies.
* Monitors demand occupations to avoid labor market oversaturation with workers.
* Helps identify potential employment and apprenticeship opportunities for B-WEST graduates.
* Helps identify employers interested in diversity training.
* Helps promote B-WEST program among other employers.

JOB DEVELOPMENT ACTIVITIES

* Job search techniques integrated into curriculum.
* Resume and portfolio development.
* Job club and self-marketing skills.
* Contact with employers and apprenticeship committees.
* Individual counseling and assistance.
* Approach from employer point of view.

QUALITY OF TRAINING

* Prepares students for a career, rather than a job.
* Must prepare students to re-enter the workforce in a variety of entry-level positions.
* Must prepare students to successfully participate in employer-sponsored training programs related to a specific job or occupation.
* Should be rigorous and comprehensive.
* Must be achievable by the target student population.

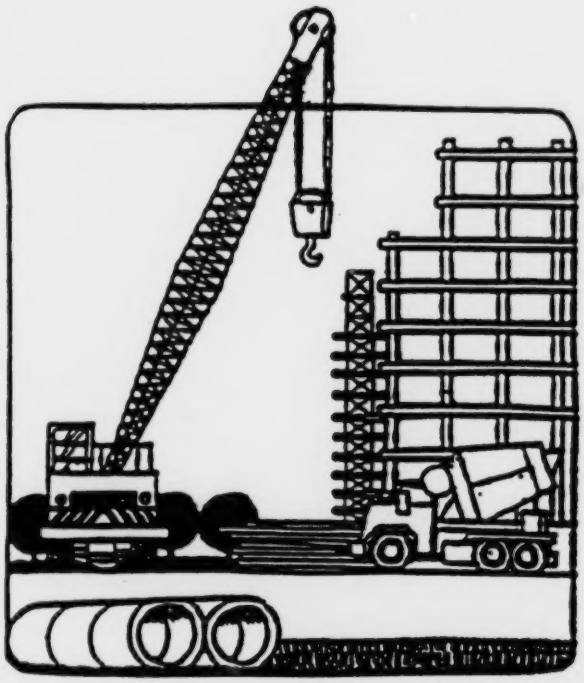
STUDENT SELECTION

* Ability to read an comprehend material in English.
* Must have basic skills.
* Have an interest in construction trades.
* Have a realistic plan to provide tuition and financial support and family responsibilities while participating in program.
* Have a drivers license and reliable transportation OR a plan to achieve these goals by the end of the program.
* ORIENTATION.

STUDENT SUPPORT SERVICES

* Referral.
* Bi-lingual hand-out materials.
* Tutoring.
* Counseling.
* Financial aid.
* Employment assistance: placement, coop ed., job development, career search.
* Peer support.

Staff Job Descriptions



Portland Community College

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Director, B-WEST

REPORTS TO: Dean of Instruction/Executive Dean

COORDINATES WITH:

Dean of Student Development
Division Dean, Math & Technology
Division Dean, Science & Technology
Division Dean, Business & Humanities
Director, PCC Foundation
Director, PCC Skill Center
Operations Manager
Administrator Four-Fund Accounts

KEY JOB RESPONSIBILITIES:

* Report directly to U.S Department of Education on status of grant.
* Act as liaison between PCC and U.S. Department of Education on administration of grant.
* Liaison between PCC and Oregon Department of Education, Professional Technical Division on administration of B-WEST project.
* Responsible for successful completion of grant project.
* Provide leadership and management assistance for the instructional programs and activities of B-WEST/B-FIT and develops long- and short-range goals and strategic plans for reviewing, evaluating, and monitoring these activities.
* Recruit, hire, and supervise program personnel.
* Administer program budget.
* Provide leadership in development of training programs and curriculum.
* Manage facilities.
* Work with public and private agencies to promote program.

* Facilitate local and regional advisory committee meetings.

* Comply with collective bargaining contracts.

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Secretary to Director of B-WEST

REPORTS TO: Director of B-WEST

COORDINATES WITH:

Manager, Student Instruction - B-WEST
Manager, Industry/Community Training Center - B-WEST
Central Services: Accounting (Budget), Travel Auth., Purchase Requisitions, Payroll, Central Stores, Business Offices
PCC Administrative Support Staff
Rock Creek Administrative Support Staff
B-WEST Administrative Support Staff

KEY JOB RESPONSIBILITIES:

* Develop and maintain detailed understanding of and information about the instructional, industry, community, and regional education partnership components of the program, and be able to direct all program inquiries to appropriate staff.

* Assist director with national project information dissemination.

* Work closely with director in scheduling developmental project tasks, sort and assess incoming mail, and prepare correspondence.

* Maintain and monitor budget records, i.e., cost center/object code expenses for $1.4 million grant budget.

* Coordinate travel arrangements for director and staff to local, regional, national meetings.

* Maintain director's schedule and coordinate regional, national, local meetings and conferences with various educational, community and industry organizations.

* Complete typing assignments--correspondence, memos, reports, flyers, brochures, course content guides, syllabus and classroom material, including creation of necessary forms, etc. Edit and proofread copy for accuracy and consistency (spelling, grammar, punctuation).

* Perform office secretarial and related duties (i.e., maintain project files, prepare Purchase Requisitions, Travel Authorization and Expense Reports, make travel arrangements for B-WEST staff and instructors, take

meeting minutes, etc.) Access mainframe computer for student/administrative reports. Troubleshoot computer and printer hardware problems.

* Coordinate program work flow with assigned classified staff at two program sites. Assist and train support staff when necessary. Perform back-up receptionist duties when required. Assist students.

* Provide assistance and support for B-WEST/B-FIT graduation and required materials (Ex. invitations, flyers, programs, etc.)

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Manager, Student Instruction

REPORTS TO: Director of B-WEST

COORDINATES WITH:
Manager, Industry/Community Training
Department Chair, BCT
Department Chair, Science & Health
Department Chair, Welding
Department Chair, Business Technology

KEY JOB RESPONSIBILITIES:

* Develop and oversee student recruiting program and outreach activities.
* Organize and supervise day-to-day delivery of instruction for assigned instructional programs.
* Coordinate demonstration project site visitations to Rock Creek facilities for regional and national visitors.
* Assist in administration and coordination of activities assigned by B-WEST program director and provides leadership to faculty and staff.
* Prepare the schedule of classes.
* Prepare faculty teaching assignments and schedules, evaluates faculty and hires adjunct faculty.
* Responsible for expenditure of instructional equipment, supplies, adjunct salaries, and assists in budget preparation.
* Supervise curriculum development and implementation.
* Provide support for advisory committees and instructional subcommittees.
* Coordinate student advising, student support services, and the intervention of students at-risk.
* Direct, assign, evaluate, and oversee activities and duties of classified staff, including recruiting/orientation specialists, office support staff, and toolroom clerk.

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Manager, Industry/Community Training

REPORTS TO: Director of B-WEST

COORDINATES WITH:
Manager, Student Instruction - B-WEST
Division Deans, Rock Creek Campus
PCC Public Relations Office
Deputy Director, Oregon Bureau of Labor & Industries
U.S. Department of Professional Technical Education
Oregon Department of Education
Center for Occupational Research & Development (CORD)

KEY JOB RESPONSIBILITIES:

* Develop and oversee recruiting program and outreach activities for regional industry/community participants.

* Organize and supervise delivery of training for assigned industry/community programs.

* Assist in administration and coordination of activities assigned by B-WEST program director and provide leadership for Industry/Community Training Center staff.

* Prepare the schedule for training sessions, seminars and site visitations, and coordinates facilities.

* Prepare staff training assignments and schedules, including hiring of trainers.

* Oversee day-to-day development of regional model partners and national information dissemination.

* Provide leadership in development of training materials for employers/industry/community workshops.

* Provide administrative support for advisory committees.

* Coordinate student employment services for apprenticeship placement and supervises job development activities.

* Supervise public relations activities for B-WEST project.

* Direct, assign, and oversee activities and duties of industry/community trainer, job developer, and support staff.

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Counselor, B-WEST

REPORTS TO: Dean, Student Development

COORDINATES WITH:

Manager, Student Instruction - B-WEST
B-WEST, BCT/B-FIT Instructors

KEY JOB RESPONSIBILITIES:

* Counsel and guide students, including special program students, in meeting their educational, personal, social and occupational development goals and objectives.
* Teach career of personal development classes.
* Inform and advise students concerning educational and occupational alternatives.
* Administer and/or interpret a variety of tests available in the counseling department.
* Provide short-term and crisis counseling.
* Provide students with a knowledge of study skills and test tracking methods.
* Assist the administration in revising, updating, and evaluating career exploration, and testing programs.
* Conduct group counseling sessions.

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Technical Learning Skills Instructor, B-WEST

REPORTS TO: Dean, Student Development

COORDINATES WITH:

Manager, Student Instruction - B-WEST
B-WEST Instructors
B-FIT Instructors

KEY JOB RESPONSIBILITIES:

* Assist instructors and counselors in assessing/diagnosing student skill levels.

* Advise and prescribe individualized programs to upgrade student requisite skill levels. When appropriate, refer students to other campus/college units (counseling, Developmental Education, ABE/GED Preparation, Alternative Learning Center, etc.)

* Train students in basic skill areas including mathematics, reading, writing, technical vocabulary, technical concepts, and job finding and workplace skills.

* Develop and/or recommend purchase of instructional materials appropriate to student needs.

* Work closely with SACC's, department instructional staff, and other college departments to develop support and assistance in advocating student's needs.

* Monitor student progress.

* Compile and maintain records and files as required to assist students and to provide data for college reporting needs.

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Instructor, B-FIT

REPORTS TO: Division Dean, Math & Advanced Technology

COORDINATES WITH:

Department Chair, BCT
BCT/B-FIT Instructors
B-WEST Instructors

KEY JOB RESPONSIBILITIES:

* Assist in development and preparation of curriculum.
* Deliver classroom instruction of subject matter.
* Conduct applies labs.
* Conduct student testing, evaluation, and performance grading.
* Advise students. Assist with student orientation, registration, and career guidance.
* Order supplies, equipment, textbooks, etc.
* Arrange for speakers, seminars, etc.
* Participate in program activities.
* Other duties as identified in PCC Faculty Agreement.
* Arrange or schedule and conduct tours of B-FIT project facilities and training sites.

POSITION FUNDING: 100% Regular 180-day Contract - General Fund
100% Overload and Extended Service - B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Instructor, B-FIT

REPORTS TO: Division Dean, Math & Advanced Technology

COORDINATES WITH:

Department Chair, BCT
BCT/B-FIT Instructors
B-WEST Instructors

KEY JOB RESPONSIBILITIES:

* Assist in development and preparation of curriculum.
* Deliver classroom instruction of subject matter.
* Conduct applies labs.
* Conduct student testing, evaluation, and performance grading.
* Advise students. Assist with student orientation, registration, and career guidance.
* Order supplies, equipment, textbooks, etc.
* Arrange for speakers, seminars, etc.
* Participate in program activities.
* Other duties as identified in PCC Faculty Agreement.
* Arrange or schedule and conduct tours of B-FIT project facilities and training sites.

POSITION FUNDING: 100% Regular 180-day Contract - General Fund
100% Overload and Extended Service - B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Building Trades Instructor, B-WEST

REPORTS TO: Manager, Student Instruction

COORDINATES WITH:

Other B-WEST Instructors
BCT/B-FIT Instructors

KEY JOB RESPONSIBILITIES:

* Assist in development and preparation of curriculum.
* Deliver classroom instruction of subject matter.
* Conduct applies labs.
* Conduct student testing, evaluation, and performance grading.
* Advise students. Assist with student orientation, registration, and career guidance.
* Order supplies, equipment, textbooks, etc.
* Arrange for speakers, seminars, etc.
* Participate in program activities.
* Other duties as identified in PCC Faculty Agreement.
* Arrange or schedule and conduct tours of B-WEST project facilities and training sites.

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Physical Education Instructor, B-WEST

REPORTS TO: Division Dean, Science & Technology

COORDINATES WITH:

Manager, Student Instruction
Other Physical Education Instructors
Other B-WEST Instructors
BCT/B-FIT Instructors

KEY JOB RESPONSIBILITIES:

* Assist in development and preparation of curriculum.
* Deliver classroom instruction of subject matter.
* Conduct applies labs.
* Conduct student testing, evaluation, and performance grading.
* Advise students. Assist with student orientation, registration, and career guidance.
* Order supplies, equipment, textbooks, etc.
* Arrange for speakers, seminars, etc.
* Participate in program activities.
* Other duties as identified in PCC Faculty Agreement.
* Arrange or schedule and conduct tours of B-WEST project facilities and training sites.

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Building Trades Instructor, B-WEST

REPORTS TO: Manager, Student Instruction

COORDINATES WITH:

Other B-WEST Instructors
BCT/B-FIT Instructors

KEY JOB RESPONSIBILITIES:

* Assist in development and preparation of curriculum.
* Deliver classroom instruction of subject matter.
* Conduct applies labs.
* Conduct student testing, evaluation, and performance grading.
* Advise students. Assist with student orientation, registration, and career guidance.
* Order supplies, equipment, textbooks, etc.
* Arrange for speakers, seminars, etc.
* Participate in program activities.
* Other duties as identified in PCC Faculty Agreement.
* Arrange or schedule and conduct tours of B-WEST project facilities and training sites.

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: B-WEST Adjunct Faculty

REPORTS TO: Appropriate Dean or Manager

COORDINATES WITH:

Manager, Student Instruction - B-WEST
B-WEST Instructors
BCT/B-FIT Instructors

KEY JOB RESPONSIBILITIES:

* Areas include Welding, Business Technology, Career Development courses, First Aid/CPR Certification, Flagging Certification, GED/ABE, Masonry trades.
* Deliver classroom instruction of subject matter, and conduct applied lab.
* Conduct student testing, evaluation, and performance grading.
* Assist in development and preparation of curriculum.
* Participate in program activities.
* Other duties as identified in PCC Adjunct Faculty Agreement.

POSITION FUNDING: 100% Adjunct Faculty Contract - B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: B-FIT Adjunct Faculty

REPORTS TO: Appropriate Dean or Manager

COORDINATES WITH:

Manager, Student Instruction - B-WEST
Department Chair, BCT
BCT/B-FIT Instructors

KEY JOB RESPONSIBILITIES:

* Areas include Welding, Business Technology, Career Development courses, First Aid/CPR Certification, Flagging certification.
* Deliver classroom instruction of subject matter, and conduct applied lab.
* Conduct student testing, evaluation, and performance grading.
* Assist in development and preparation of curriculum.
* Participate in program activities.
* Other duties as identified in PCC Adjunct Faculty Agreement.

POSITION FUNDING: 100% Adjunct Faculty Contract - B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Toolroom Clerk, B-WEST

REPORTS TO: Manager, Student Instruction

COORDINATES WITH:

Department Chair, BCT
Toolroom Technician, BCT
B-WEST Instructors
BCT/B-FIT Instructors

KEY JOB RESPONSIBILITIES:

* Supervise overall maintenance and safety of shop and outside work sites.
* Orient students to shop and adjunct instructors to shop equipment.
* Assist instructors in planning projects and help students organize and perform projects.
* Instruct students in safe use of equipment and provide them with basic information regarding hazardous materials procedures.
* Update annual equipment inventory.
* Diagnose and repair equipment, and perform routine maintenance.
* Maintain inventory of supplies and assist in projecting required budget for supplies.
* Checkout tools/equipment to students and staff.
* Maintain records of expenditures in blanket accounts and specific budget categories.
* Provide emergency first aid and CPR.

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Community Resource Specialist, B-WEST

REPORTS TO: Manager, Student Instruction

COORDINATES WITH:

Director, New Directions
Recruiting/Orientation Specialists, B-WEST
All Offices of Steps-To-Success
B-WEST/B-FIT Instructors
Community Resource Agencies

KEY JOB RESPONSIBILITIES:

* Locate, obtain, classify, and file community resource and referral materials.
* Interpret community resources and refer students to resources as needed.
* Assist in reviewing applicants for admission to program.
* Coordinate student attendance with Steps-To-Success offices and file monthly attendance reports.

POSITION FUNDING: ___% for term of 6 months - B-WEST
___% New Directions

NOTE: Position terminated May 31, 1992

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Recruiting/Orientation Specialist, B-WEST

REPORTS TO: Manager, Student Instruction

COORDINATES WITH:

Community Agencies
Job Developer, B-WEST
Department Chair, BCT/B-FIT
B-WEST, BCT/B-FIT Instructors
PCC Job Placement Specialists
Counselor, B-WEST

KEY JOB RESPONSIBILITIES:

* Assist the manager of Student Instruction in developing and implementing a student outreach recruiting program focused on targeted populations.

* Develop and prepare student recruiting, orientation and assessment instruments and materials specific to the B-WEST project.

* Interview, advise and assist potential students in assessing their interests, desires, and capabilities relative to those required for success in the project.

* Advise and assist students in registering for appropriate training programs.

* Work with potential students in determining necessary resources/support required to be successful in selected training programs.

* Refer potential students to community agencies or college departments/resources for financial aid, educational financing, child care, family aid, or other required support services.

* Represent the B-WEST Program in meetings with community organizations, industries and industrial organizations, government agencies, or individuals representing those organizations or agencies for the purpose of recruiting students or developing support networks for students.

* Assist the manager of other staff in program presentations and information dissemination.

* Maintain complete records of all activities identified above and prepare and submit statistical and narrative analyses of activities as required by the manager.

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Recruiting/Orientation Specialist, B-WEST

REPORTS TO: Manager, Student Instruction

COORDINATES WITH:

Community Agencies
Job Developer, B-WEST
Department Chair, BCT/B-FIT
B-WEST, BCT/B-FIT Instructors
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POSITION FUNDING: 100% B-WEST Grant

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NAME: _____ DATE: _____

JOB TITLE: Recruiting/Orientation Specialist, B-WEST

REPORTS TO: Manager, Student Instruction

COORDINATES WITH:

Community Agencies
Job Developer, B-WEST
Department Chair, BCT/B-FIT
B-WEST, BCT/B-FIT Instructors
PCC Job Placement Specialists
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* Assist the manager of other staff in program presentations and information dissemination.

* Maintain complete records of all activities identified above and prepare and submit statistical and narrative analyses of activities as required by the manager.

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Secretary, Student Development, Employment Services

REPORTS TO: Dean, Student Development

COORDINATES WITH:

Employment Specialist, Rock Creek Campus
Job Developer, Rock Creek Campus
Coop Education Specialist, Rock Creek Campus
Job Developer, B-WEST

KEY JOB RESPONSIBILITIES:

* Provides office support for Employment Services at Rock Creek Campus.

* Develops and manages data base for employment opportunities and job placement tracking.

POSITION FUNDING: 100% B-WEST Grant for 6 months

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Job Developer, B-WEST

REPORTS TO: Manager, Industry/Community Training Center

COORDINATES WITH:

Job Placement Specialists, PCC
Apprenticeship and Training Division, BOLI
Manager, Student Instruction
BCT/B-FIT, B-WEST Instructors

KEY JOB RESPONSIBILITIES:

* Form linkages with industry and develop employment and/or work experience opportunities for program completers.
* Act as liaison with apprenticeship training program and agencies.
* Provide career advising and guidance to students.
* Develop and maintain employment support groups for program completers.
* Assist instructors with employment preparation activities.
* Contact employers on behalf of specific applicants.
* Participate with staff in program information presentations.
* Maintain employment records, and long-term tracking statistics.
* Maintain records and information and evaluation systems on identified employment opportunities.
* Market B-WEST program for community awareness.

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Industry/Community Trainer, B-WEST

REPORTS TO: Manager, Industry/Community Training Center

COORDINATES WITH:

Apprenticeship & Training Division, BOLI
Professional & Trade Associations, Oregon & Washington
Educational Institutions, Oregon & Washington
Manager, Student Instruction
BCT/B-FIT, B-WEST Instructors

KEY JOB RESPONSIBILITIES:

* Design and deliver Industry/Community Training workshops to employers and apprenticeship trainers at Training Center and worksite.

* Conduct workshops on-site or at Training Center for regional community colleges, trainers, and community groups on comprehensive professional technical program design for replication.

* Conduct on-site consultations and workshops at specified regional locations to assist with professional technical program implementation.

* Prepare training and promotional materials for dissemination.

* Assist in preparation of training materials, including brochures and video tapes, and make available for industry/community trainees to their own institutions to train other staff.

* Assist in developing and implementing local state and national information dissemination program.

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Secretary, Student Instruction

REPORTS TO: Manager, Student Instruction

COORDINATES WITH:

Administrative Support Staff - B-WEST
Rock Creek Administrative Support Staff

KEY JOB RESPONSIBILITIES:

* Complete typing/word process assignments (correspondence, memos, spreadsheets, data base, calendars, mailings, etc.)
* Access mainframe computer for student and administrative records.
* Assist in translation and production of curriculum in Spanish.
* Type class handouts and curriculum in English and Spanish.
* Gather data for the preparation and processing of reports.
* Edit and proofread for accuracy and consistency (spelling, grammar, punctuation).
* Type Purchase Requisitions.
* Set up and maintain a filing and documentation system.
* Perform back-up receptionist duties.
* Open, sort, and distribute mail.
* Assist students.
* Maintain telephone coverage and distribute messages to B-WEST instructors, staff, and specific instructors other than those directly related to B-WEST project (i.e. BCT and Diesel, etc.)

POSITION FUNDING: 100% B-WEST Grant

B-WEST Building Workers Entering Skilled Trades

NAME: _____ DATE: _____

JOB TITLE: Secretary, Industry/Community Training Center

REPORTS TO: Manager, Industry Community Training Center

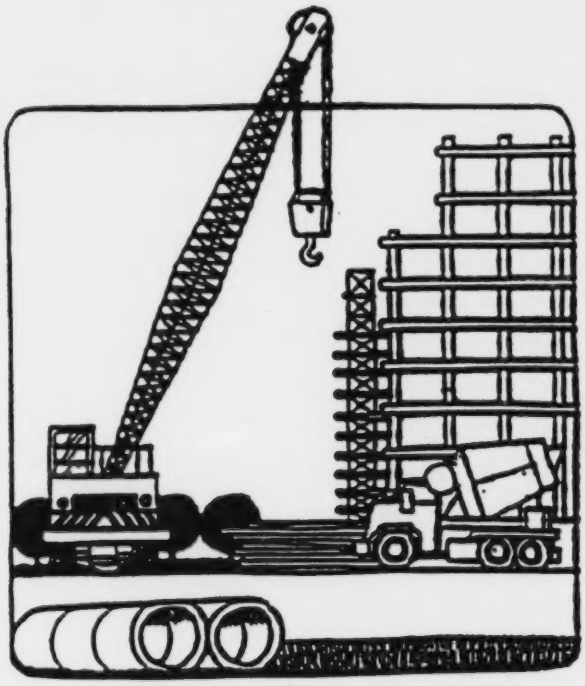
COORDINATES WITH:
Administrative Support Staff B-WEST
Administrative Support Staff, Division of Apprenticeship and Training
Administrative Support Staff, Bureau of Labor and Industries

KEY JOB RESPONSIBILITIES:

* Provide secretarial support to manager of Community/Industry Training Center, job developer, and industry community trainer.
* Disseminate information to employers, educators, community groups, walk-ins, and telephone inquiries.
* Assist in preparing travel arrangements for staff and program participants.
* Gather data for the preparation and processing of reports and documents.
* Summarize and record data for reports (draft and final).
* Edit and proofread for accuracy and consistency in spelling, grammar, and punctuation.
* Complete typing/word processing assignments (correspondence, memos, calendars, rough drafts, etc.)
* Prepare Purchase Requisitions.
* Set up and maintain a filing and documentation system.
* Perform back-up receptionist duties as needed.
* Travel to Rock Creek to coordinate with administrative staff when needed.
* Edit and produce project newsletter.
* Compile, edit, and assist in project quarterly report to federal government.
* Provide administrative support for regional advisory committee and subcommittees
* Assist in development of presentation materials including graphs, charts, outlines.

POSITION FUNDING: 100% B-WEST Grant

Recruitment/Orientation/Assessment Procedures



Portland Community College

RECRUITMENT STRATEGIES

by

Jennice Taylor

INDEX

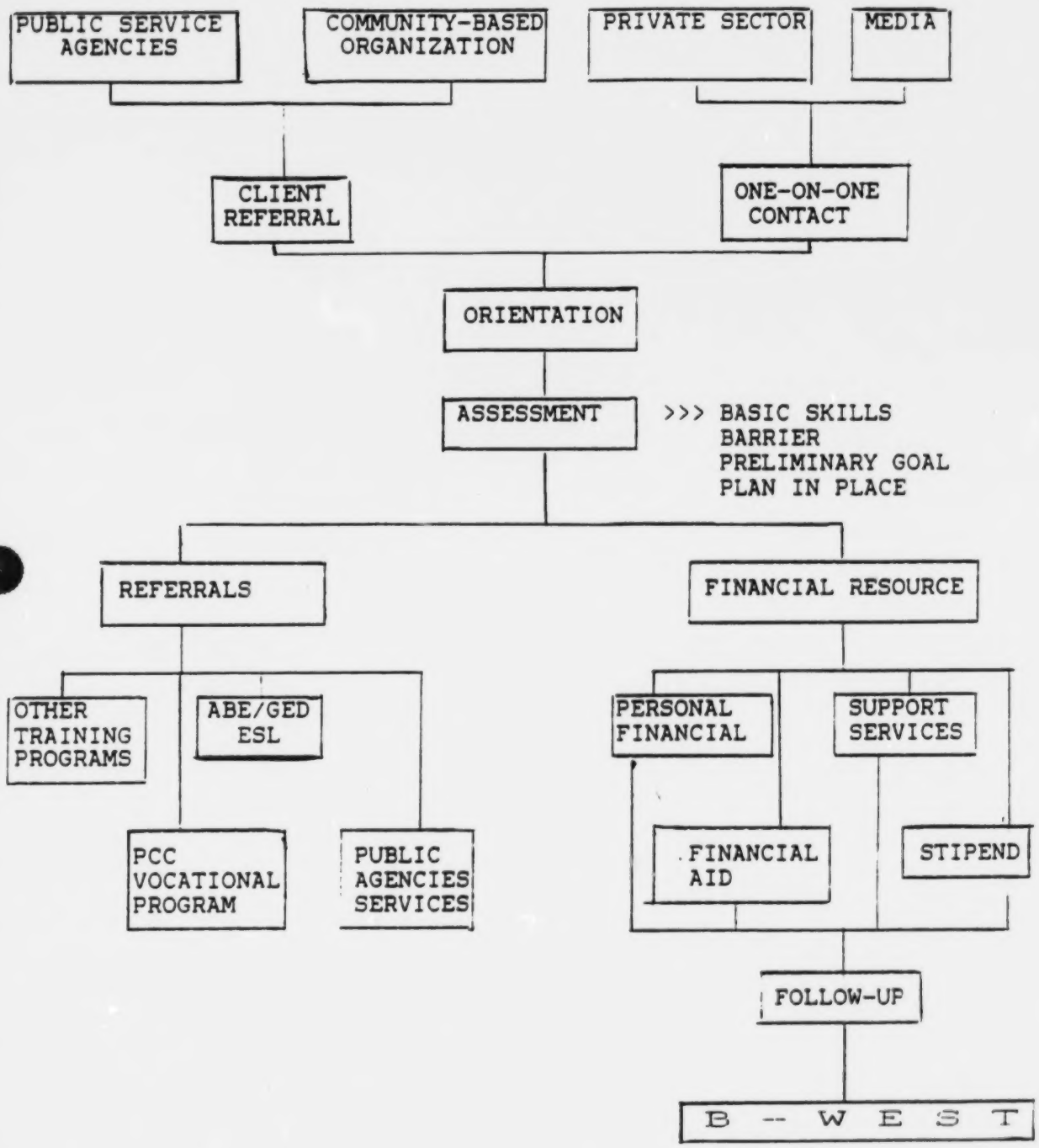
1. Recruitment/Dissemination

2. Orientation

3. Assessment/Interview

RECRUITMENT

OUTREACH/RECRUITMENT FLOWCHART



RECRUITMENT STRATEGIES

Direct recruitment of participants and information dissemination describing B-WEST program services is conducted by program recruiters. Special efforts are being made to recruit unemployed and underemployed women and minorities.

A public relations campaign is initiated several months prior to each training cycle in order to create a favorable outreach climate. Some of the recruitment strategies used during the campaign are:

PUBLIC RELATIONS CAMPAIGN

TV and Radio Interviews

Newspaper Articles

Program Brochures/Flyers

Community Orientation

Home Visits

Career Fairs

Videotapes

DIRECT RECRUITMENT OF PARTICIPANTS

Contacts

a. personal one on ones
b. phone calls
c. home visits
d. program orientation/tours

Referrals

a. agencies
b. churches
c. advisors
d. caseworkers
e. instructors
f. high schools
g. youth programs
h. women's organizations
i. community based organizations

RECRUITER'S GOAL

Help assess the client's personal readiness to enter and complete the program successfully.

Encourage client to upgrade their education, in order to learn a skill trade that will increase their standards of living.

Each contact needs to be treated on an individual and respectful level. In order to recruit an ethnically diverse population, the recruiter needs to be aware of other cultures and backgrounds.

SUCCESSFUL RECRUITING TECHNIQUES

Video recruiting has been a very successful tool, especially when targeting an audience off-campus, at job fairs, schools and agencies. As a recruiting tool, the B-WEST video does not replace program tours; it is meant to get students interested in making an initial visit. This technique has been very successful in attracting candidates into the program.

Home visit recruiting may be considered a unique approach to some, but this method has been found to be very effective as well. By personalizing recruiting, the trust of the potential students is gained. This enable recruiters a way not only to encourage potential students to enroll in the B-WEST program, but also to get them into thinking about continuing educaiton, which will increase their standard of living.

B-WEST

(Building Workers Entering Skilled Trades)
Regional Training Center

Recruitment/Resource List

Albina Ministerial Alliance
Albina Youth Opportunity School, Inc.
Avovape Newspaper
Ayuda Community Services
Beaverton School District
Boy Scouts of America
Brooks Temporary Services
Bureau of Indian Affairs
Bureao of Labor and Industries, Apprenticeship & Training
Catholic Services
C.E.Y.P. (C.E. Mason School)
Central Oregon Community College
Children's Services
Community Churches
Community Youth Services Department of Aging Services
Department of Aging Services
Dislocated Workers Project
Forest Grove News Times
Girl Scout Council
International Refugee Center of Oregon
Job Corps Program
KBOO Radio Station
KUIK Radio Station
KBVM Radio Station
Management and Training Corporations
Maureen Daily Newspaper
Multicultural Initiative Project Families in Action Project
MYCAP Youth Program
New Directions
Northeast Workforce Center
Operation Helping Hand
Oregon Adult and Family Services
Oregon and Washington County Juvenile Department
Oregon Committee on Hispanic Advancement
Oregon Commmission on Hispanic Affairs
Oregon Department of Communitry Corrections Restitution Center
Oregon Human Development Corporation
Oregon Human Development Corp./Adult Farm Worker Program
Oregon Legal Services

Oregon Outreach Youth Resource
Oregon Tradeswomen Network
Portland Community College
Portland Public Schools
Private Industry Council
Professional Skills Center
Project Independence
State of Oregon Employment Services
Steps to Success
- -Centennial Center
- -Mt. Hood Community College Placement
- -North/Northeast
- -Southeast
- -West

Southwest Washington Network Employment and Training
Teen Mom Program
The Boys and Girls Aide Society of Oregon
The Private Industry Council Oregon and Washington
The Private Industry Council Youth Employment Institute
United MEthodist Hispanic Ministries Task Force
United Way Referral Center
Urban League
Vocational Rehabilitation
Washington County Juvenile Department
Willamette Employment Resource Center (WERC)
Willamette University
Women in Transition
Y.E.I. (Youth Employment)

RECRUITMENT REPORT

Recruiting/Activities

Information dissemination throughout Oregon and Washington.
Assist clients in financial aid and problem solving.
Help students in filling out financial aid forms.
Work with clients that have been referred to B-WEST/B-FIT by other agencies.
Contact Fall term students and assist them in anyway possible to enter and successfully complete the program.

Community Outreach

Schedule Orientations with community agencies.
Distribute brochures and flyers.
Radio advertising: KBOO
KBVM
KUIK
University of Oregon
Beaverton High School
Forest Grove
Hillsboro Alternative High School
Portland Public High School
McKinney Temple Church

Contacts

377	phone contacts
174	clients scheduled for orientation
138	clients attended orientation
38	agencies contacted
18	agencies referred
4	agencies oriented
61	attended agency orientations
30	walk-in orientations

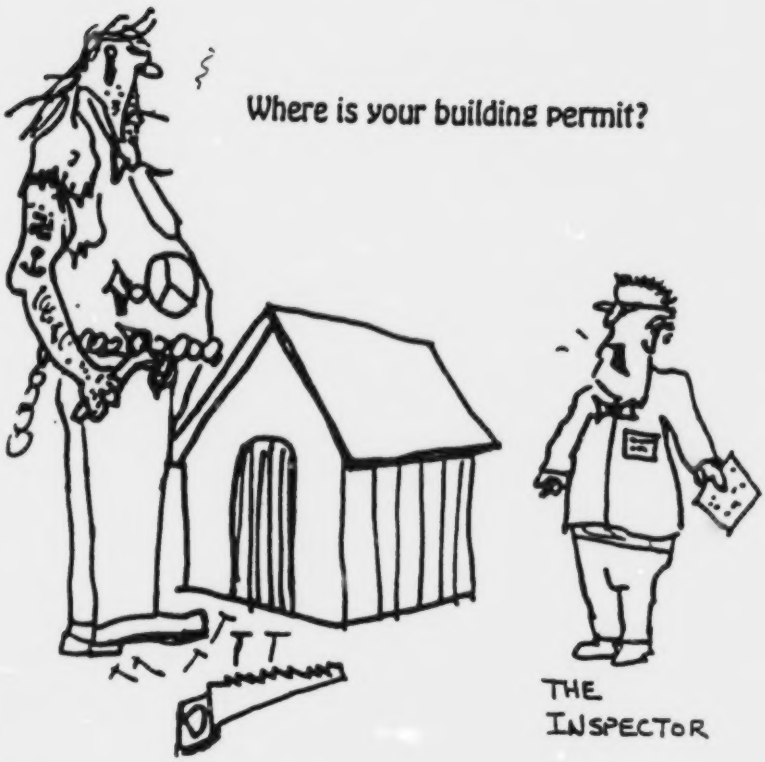
Referrals

8	B-WEST STAR Committee
1	St. Andrew's Church Support Service
12	BCT Department

Conclusion

September 21, 1992, was the first day of class due to the back log in the PCC Financial Aid office. Financial aid would take up to 6 months. Due to this hold-up, a number of students did not attend classes in the fall. At the time, the B-WEST program sought other sources to help with financial aid.

BARRIERS



BARRIERS

FINANCIAL

Inability to pay for program

Lack of income to meet start-up cost/basic living expenses

Child care arrangements

Emergency expenses

EDUCATION

Inability to read and comprehend English

Lack of high school diploma or G.E.D.

Poor study habits

Discomfort in college or learning environment

Mandated clients that participate only to receive public money

PERSONAL

Lack drivers license/transportation

Ability to follow through with commitments/regular attendance

Negative attitude/low self esteem

Family problems

CULTURAL BARRIERS

CROSSING THE RIVER SYNDROME

Lack of peer group support

Racial tension/gangs

Leaving one's community

Venturing into male-dominated trades

Isolation from one's ethnic background

Economics

Language

A recruiter must be consciously aware of the cultural mores of potential applicants.

CREATIVE FINANCING FOR APPLICANTS/STUDENTS

STUDENT'S NEEDS:
- Housing
- Tuition
- Food
- Child care
- Transportation
- Expenses
- Moral support

RESOURCES:
- Family support
- Financial aid
- AFS/Food stamps
- Agencies

CREATIVE FINANCING & SUPPORT:
- Part-time job
- Food banks
- Church support
- Family resource center referrals
- Student car pooling
- Creative problem solving

B-WEST
(Building Workers Entering Skill Trade)
Regional Training Center

GEOGRAPHICAL LOCATIONS

Aloha
Banks
Beaverton
Cornelius
Forest Grove
Gaston
Gresham
Hillsboro
Lake Oswego
Longview, Washington
Milwaukie
Portland
Scappoose
Tigard
Troutdale
Vancouver, Washington
Vernonia
Wilsonville

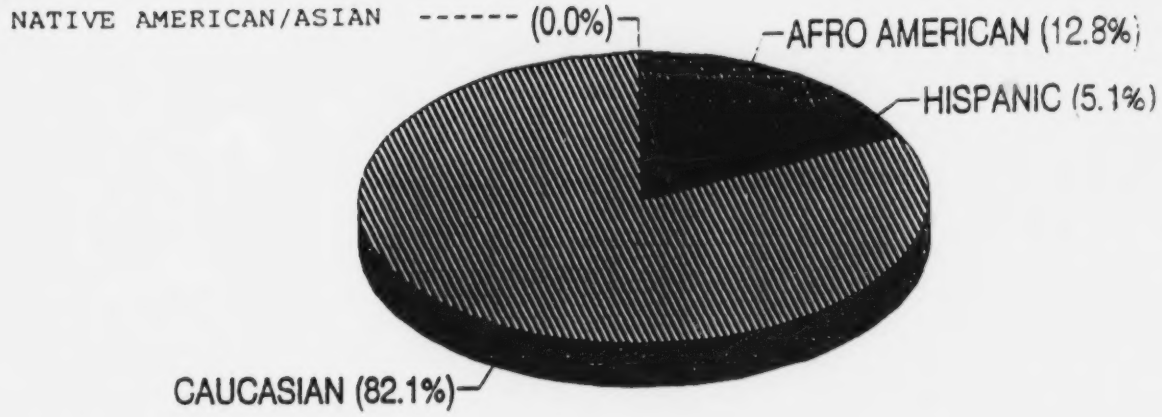
B-FIT
(Building Futures in Industry and Trade)

GEOGRAPHICAL LOCATIONS

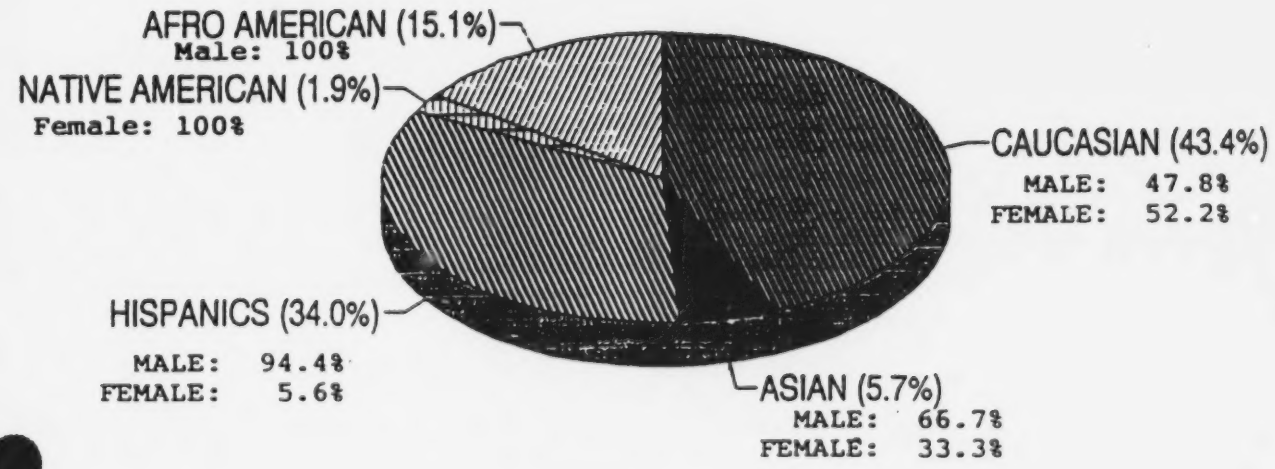
Aloha
Beaverton
Cornelius
Forest Grove
Gladstone
Gresham
Hillsboro
Lake Oswego
Milwaukie
Portland
Scappose
Tigard
Troutdale
Tualatin
Vancouver, Washington
West Linn

Aloha	Milwaukie
Banks	North Plains
Beaverton	Oak Grove
Boring	Oregon City
Burlington	Orient
Charbonneau	Portland
Corbett	Sandy
Cornelius	Scholls
Damascus	Sherwood
Durham	Stafford
Forest Grove	Sunnyside
Gaston	Tigard
Gladstone	Troutdale
Gresham	Tualatin
Hillsboro	West Linn
King City	Wilsonville
Lake Oswego	Scappoose
Longview Wa.	Vancouver
Clatskanie	Vernonia
Independence	

B-FIT ENROLLMENT



B-WEST ENROLLMENT



ORIENTATION

B-WEST/B-FIT ORIENTATION OUTLINE

ACTIVITIES:

9:00 - 9:15 — Sign-in, complete the following forms:
PROGRAM CONTACT FORM COMPLETE
(Pick up form after client completes)

9:15 - 10:00 — Welcome. Self introduction
Show orientation film

Brief summary of B-WEST/B-FIT program

- After completing a brief summary of the programs, ask if anyone in orientation is not interested in the B-WEST/B-FIT programs. Those applicants may turn in the completed program contact form and leave if they wish to do so at this time.

- Clients who stay for orientation have a desire to enter the B-WEST/B-FIT program.

- Discuss apprenticeship and job options if clients were to complete B-WEST/B-FIT program.

10:00 - 11:00 — Hand out packets
Review forms

(Form list)

1. CONTACT FORM
2. PROFILE
3. TRAINING COURSE OVERVIEW
4. CATALOGUE DESCRIPTION
5. PROGRAM COST SHEET
6. FINANCIAL AID RESOURCES
7. ADMISSION FORM/SUPPLEMENTARY APPLICATION
8. PHYSICAL REPORT (if needed)
9. FEDERAL FINANCIAL AID

Answer any questions a client may have.

11:00 - 11:10 — Break

11:10 — Conduct individual assessment and interviews. Review file to assure that all forms have been completed properly.

After applicants have completed the orientation and assessment process they are referred to the PCC testing center or placement testing.

B-WEST ORIENTATION GOAL

The goal of Orientation is to help applicants develop the ability to assess their personal readiness in which they can enter and successfully complete the B-WEST/B-FIT program.

Some clients may not be prepared to enter into the B-WEST/B-FIT program right away. Those applicants will be referred to other programs or will be counseled in how to become better prepared to enter the program at a later date

B-WEST/B-FIT CONTACT FORM

Date: _____

_____

Name

_____

Address

_____

City/State/Zip

_____ _____

Home Phone **Message Phone**

1. **How did you hear about this program?**

   newspaper_____ friend_____ radio_____ TV_____

   other (specify)_____

2. **If you have not completed high school, do you have a GED? YES_____ NO___**

   If no, are you willing to study for or take the GED exams? YES_____ NO___

3. **If English is not your native language, have you attended ESL/ENNL classes?**

   YES_____ NO_____

   If no, are you willing to take ESL/ENNL classes? YES_____ NO_____

4. **What other PCC programs would be of interest to you? (check as many as are appropriate)**

ROCK CREEK CAMPUS PROGRAMS

Agriculture Mechanics
Aviation Maintenance Technology
Building Construction Technology
Diesel Service Mechanics
Veterinary Technology
Auto Body Painting
Auto Body Repair
Business Technology
Landscape Technology
Welding Technology

OTHER PCC PROGRAMS

Accounting
Admin. Ass't--Office Mgmnt. Emphasis
Architectural Drafting Tech.
Civil Engineering Tech.
Computer Information Systems
Culinary Assistant
Dental Assisting
Dental Laboratory Tech.
Early Childhood Education
Library/Media Assistant
Emergency Dispatch Operator
Graphic Design
Hospitality Mgmnt. (restaurant)
Legal Assistant
Machine Manufacturing Tech.
Medical Office Assisting
Medical Sonography
Nursing
Printing Technology
Real Estate
Vocational Music
PCC Skills Center
GED

Administrative Assistant
Alcohol and Drug Counselor
Automotive Service Tech.
Computer Operator
Criminal Justice
Customer Service Tech.
Dental Hygiene
Dietetic Technician
Instructional Ass't/Special Ed.
Electronic Service Technology
Fire Protection Technology
Hospitality Mgmnt. (hotel)
Industrial Drafting
Legal Secretary
Medical Laboratory Tech.
Medical Record Technology
Merchandising
Opticianry
Radiologic Technology
Tech. Illlustration-Publication
Vocational Teacher Ed.
ESL/ENNL

B-WEST/B-FIT

PROFILE FOR SUCCESS

The B-WEST program is operated as closely as possible to the construction trades working environment. The following qualities are considered necessary for successful completion of the B-WEST/B-FIT course and for subsequent employability.

1. HEALTHY, PHYSICALLY FIT

    a. medical approval, if appropriate
    b. demonstrate ability to lift 50 pounds or more (like cement masons)

2. DEMONSTRATE BACKGROUND OR APTITUDE IN NON-TRADITIONAL WORK.

3. COMMITMENT TO OVERCOMING IDENTIFIED BARRIERS AND COMPLETING THE COURSE.

4. COMMITMENT TO SEEK A PAID WORK ASSIGNMENT OR CONTINUED EDUCATION AT THE COMPLETION OF THE COURSE.

5. GOOD REASONS FOR WANTING TO ENTER THE TRADES:

    a. seeking financial independence
    b. like to work with tools
    c. positive rather than negative attitudes
    d. looking for a "career" vs. a "job"
    e. commitment to success

6. BASIC ENGLISH SKILLS

    a. ability to understand verbal directions in English
    b. ability to read and understand instructions in English

7. OVERALL EMPLOYABILITY POTENTIAL

An applicant who fits the above profile will be considered for enrollment in the program if the program staff determines through the application and interview process that the applicant meets the minimum standards to reasonably guarantee success in the program.

EMPLOYERS WILL BE LOOKING FOR:

A. **Regular Attendance:**
If you do not attend school regularly, you probably would not go to work on a regular basis. If you are late arriving at school, you will probably also be late to work.

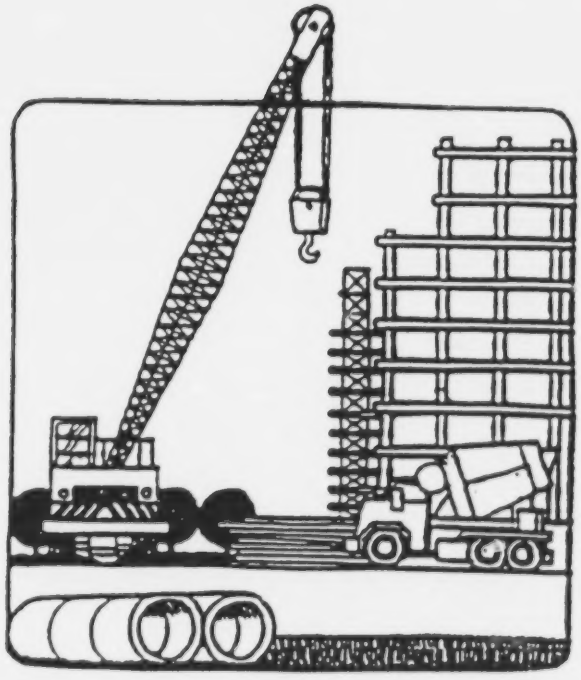
B. **Ability to Read and Understand English:**
If you are not able to understand your instructor or to read the text books, you probably would not be able to understand the job instructions given by the foreman or job site supervisor.

C. **Driver's License:**
Since construction sites may be located any where within a wide area, you must have a driver's license and reliable transportation to get to the job site. You can't rely on the bus because there may be no bus lines near the job site.

D. **High School Diploma or GED Equivalent:**
Almost all apprenticeship programs require this as minimum acceptable educational level. In order to become a journeyman, a fully qualified worker in a specific trade, you must usually complete an apprenticeship program for that trade. Even if you don't enter in apprenticeship training, many employers want you to have the GED certificate.

E. **Strength and Endurance:**
Construction work can be physically very demanding requiring the ability to withstand hard work and sometimes adverse weather conditions. These hardships can only be overcome by being healthy, having a high fitness level and developing the strength and endurance to see you through the day.

B-FIT/B-WEST
TRAINING COURSE OVERVIEW



Portland Community College

CONSTRUCTION TRADES BASIC SKILLS

A. Basic and Trade Math

1. Basic math review
2. Fractions
3. Decimals
4. Percentage
5. Conversion
6. Problem solving
7. Linear measurement
8. Plane geometry
9. Metrics

B. Blueprint Reading and Drawing

1. Blueprinting introduction and familiarization
2. General terms
3. Building and metal trade terms
4. Views
5. Dimensioning
6. Lines
7. Trades sketching
8. Working drawing

C. Personal and Construction Safety

1. Personal
2. Hand and power tools
3. Housekeeping
4. Scaffolding and ladders
5. Electrical
6. Machine guarding
7. First Aid
8. Height Hazards

D. Use and Care of Hand and Power Tools

1. Hand tools
2. Small power tools
3. Power tools
4. Specific safety requirements
5. Practical application

E. Heavy Repetitive Tasks

1. Ditch digging
2. Lifting, carrying and stacking materials
3. Scaffolding, climbing with material, and moving
4. Raising and lowering materials with pulley
5. Other Tasks

F. Introduction To Welding

1. Welding safety
2. Soldering
3. Oxygen and acetylene cylinders
4. Regulators, torches and other equipment
5. Flame adjustment
6. Set-up
7. Straight line cutting
8. Piercing and hole cutting
9. Introduction to are welding

ELECTRICAL/MECHANICAL BASIC SKILLS

A. Electricity/Electronics

1. Electric circuits
2. Resistance
3. Resistors
4. Ohm's law
5. Series circuits
6. Parallel circuits
7. Series parallel circuits
8. Practical trouble shooting

B. Electro-Mechanical Devices: Theory and Uses

1. Tool use and identification
2. Lights
3. Switches
4. Relays
5. Solenoids
6. Motors
7. Transformers
8. Capacitators

C. Practical Application and Troubleshooting

1. Test instruments
2. Machine inspection
3. Machine disassemble
4. Machine assemble
5. Operation and cleaning
6. Wiring diagrams and schematics
7. Residential wiring
8. Component assemble
9. Parts identification and classification
10. Troubleshooting

MASONRY TRADES BASIC SKILLS (B-WEST ONLY)

A. Introduction To Masonry Trades

1. Overview of brick/title, cement and plastering trades
2. Application of math, measuring, plan reading and leveling instruments to masonry trades.
3. Job safety
4. Union and worksite issues

B. Applied Brick Masons/Tile Setters Trade

1. Introduction to brick/tile trade
2. History of the trade
3. Tools, materials and techniques of the trade
4. Job safety
5. Application of math and plan reading
6. Apprenticeship, union and worksite issues

C. Applied Cement Masons Trade

1. Introduction to cement masons trade
2. History of the trade
3. Tools and materials of the trade
4. Form work, mixes and techniques
5. Application of math and plan reading
6. Apprenticeship, union and worksite issues

D. Applied Plasters Trade

1. Introduction to the plasters trade
2. History of the trade
3. Tools and materials of the trade

4. Materials preparation and techniques
5. Ornamental plastering
6. Application of math and plan reading
7. Apprenticeship, union and worksite issues

Life Skills

1. Introduction to career planning
2. Values clarification
3. Goal setting
4. Problem solving techniques
5. Sexual harassment
6. Assertiveness
7. Support group

Job Search Skills

1. Job seeking
2. Application and interview process
3. Employer expectations
4. Co-worker expectations
5. Wages, benefits and working conditions
6. The worker's responsibilities
7. Apprenticeship system
8. Job club

Strength Building

1. Body condition
2. Weight lifting
3. Aerobic exercise
4. Body/strength building

CPR and First Aid (Certificates Available)

1. Anatomy and physiology of the cardiovascular and respiratory systems
2. Risk factors for heart attack
3. Prudent heart living
4. Recognition of heart attack
5. Signals and action for survival
6. Sudden death
7. Airway obstruction: incidence, causes, prevention, recognition
8. Manikin demonstration for one-rescuer CPR

9. Simulated demonstration for airway obstruction in the conscious victim and the unconscious victim
10. Manikin practice
11. Performance and written testing

ODOT Work Zone Traffic Control (Certificate Available)

1. Work zone signing
2. Flagging

Transitional Worksite Training

1. Orientation to project and worksite
2. Basic plans of construction and electrical/mechanical
3. Construction of project
4. Electrical installation
5. Evaluation

BOTH CONSTRUCTION TRADES/ELECTRICAL MECHANICAL

Lab Experiences:

Ninety (90) hours of lab activities from this list:

Ditch digging
Scaffolding - erecting and climbing
Heavy repetitive tasks
Cutting and measuring - using tape measure and micrometer
Nail hammering
Handtool I.D.
Power tool operation - table saw, circular saw, electric drill, grinder, jigsaw
Care of tools
Electrical cords
Plumb bob
Carrying pipe
Boxes with holes drilled in them
Steel tying
Pipe cutting and threading
Soldering - pipe
Valve disassembly and I.D.
Concrete forms, footings and slabs
Steel grinding
Tool boxes, wooden cubes
Pipe assembly
Overhead nailing

Engine tear down
Oxyacetylene cutting
Oxyacetylene welding
Arc welding
Sheet metal construction
Laying block
Storage sheds and small structures
Miscellaneous jobs as available
Wiring
Piping
Transit
Use of electrical test equipment
Building circuits with switches, lights, etc.

B-WEST/B-FIT PROGRAM COST SUMMARY

B-WEST/B-FIT PROGRAM PROVIDES:

Books, Materials Supplies
Hand Tools
Safety Equipment

STUDENT PROVIDES:

Safety Work Boots
Rain Gear
Work Clothes
Gym Clothes

PROGRAM COST: **Subject to revision.**

First Term	**B-FIT**	**B-WEST**
Tuition--17/18 credits	$522	$522
Lab Fees	44	41
Towel Fee	6	6
Parking	25	25
TOTAL	**$597**	**$594**

Second Term	**B-FIT**	**B-WEST**
Tuition--17/18 credits	$522	$522
Lab Fees	52	49
Towel Fee	6	5
Parking	25	25
TOTAL	**$605**	**$602**

NOTE: Additional certifactes that will be offered during the program include:
CPR
First Aid
Flagger ($20.00)

ASSESSMENT/INTERVIEW

PROCEDURES FOR REFERRALS TO OTHER PROGRAMS

1. Fill out contact referral program.

2. Add names to the referral book with different programs.

3. Send referrals out every Friday to different technical departments.

B-WEST/B-FIT
INTERVIEW QUESTIONS

1. Why do you want to enter the trades? What are your goals after completing the B-WEST/B-FIT program?

2. If you are selected for the program, how do you plan on managing your finances during the six-month training program? What are your plans for becoming employed in the trades?

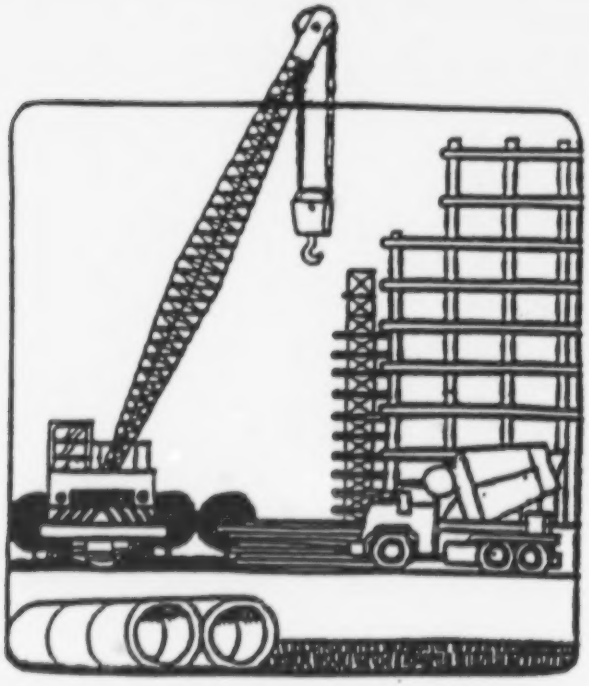
3. What barriers do you have, if any, that would get in your way of finishing the six-month training program? What are your plans for overcoming these barriers?

4. "You" (the applicant) has been assigned to an apprenticeship position in the trades. You find yourself having difficulty with a co-worker or supervisor (interviewer describes difficulty--i.e. sexual harassment, discrimination, etc.)

   What steps do you take in response to this problem?

5. Ask any additional questions concerning the completed application, particularly incomplete sections, reasons for leaving employment, personal difficulties or health problems listed by applicant, etc.

Student Retention/Support Services



Portland Community College

STAR--Students in Trades At Risk
A GROUP APPROACH TO STUDENT RETENTION

Abstract: Support system using a group approach to assist in overcoming barriers and aid in retention of students entering trades training.

In 1991, Portland Community College was awarded a $1.4 million grant to provide training to non-traditional students in the skilled trades. The B-WEST program (Building Workers Entering Skilled Trades) is a regional training center located on the Rock Creek Campus of Portland Community College. The program is designed to ensure students successful completion for entry level positions in the industrial and building trades.

A goal of the grant, which addresses regional labor shortages, is to target and increase the number of women and minorities in the trades. This population has little familiarity with post-secondary education, and in many cases have pre-college reading and writing skills and language barriers when they enter the program. The areas of child care, transportation and finances are primary barriers hampering student success.

To prevent the possible drop-out situation, the idea of a STAR Committee was developed. This proactive approach to identifying students in academic or economic trouble would target students before they disappear from the program.

The committee is composed of faculty, support staff, a counselor and management staff. Any member of the B-WEST staff may refer a student to the STAR Committee. Once a student is referred, the chair person will call a meeting within 24 hours of the referral to discuss the situation and decide what intervention is needed to assist the student in completing the program.

The committee approach involves more staff, therefore broadening the resources available to the student. It also provides an arena to brainstorm additional solutions which may not occur to only one person. The committee meets monthly to discuss retention issues.

Because of the committee, the B-WEST program has been able to prevent early leavers and increase the number of students completing the program. In addition, a process has been designed to inform students of their progress in the B-WEST program so all possible precautions can be taken to ensure success and a positive educational experience for students.

Steps to Referring Students to the STAR Committee

1. Identify student at risk.
2. Fill out referral form.
3. Notify STAR Committee member.
4. Committee member notifies Committee Chair.
5. Chair will call a STAR Committee meeting to discuss student at risk.
6. Committee meets with staff member who makes referral.
7. Committee identifies possible solutions to student's situation.
8. Committee takes action on best solution for student's situation.
9. Person who makes referral completes referral form and places in student's file.

STAR Committee

Students in Trades At Risk

Referral Form

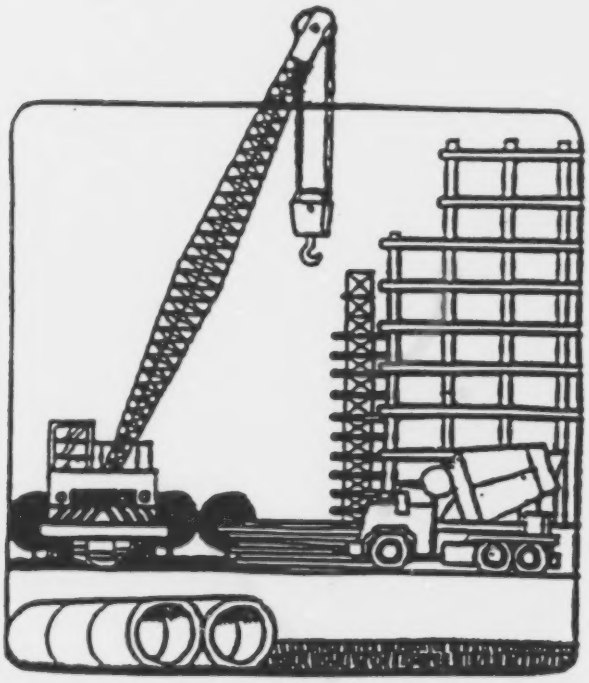
RE:

REFERRED BY:

SITUATION:

ACTION TAKEN:

Job Development



Portland Community College

JOB DEVELOPMENT

By
James Moore

OLD STYLE JOB DEVELOPMENT

What is Job Development?

"Job development" is a term often confused with the term "job placement". Job development is finding and/or creating a job opening the basis of specific skills. Job development is not a single task, but as a series of activities (including job placement) that leads to employment. Job development can be broken down into three phases of activity:

Phase I: Matching Students to Employment Openings

Job developers must be aware of employment openings. File searches are conducted of employment ready participants. Employees are selected on the basis of the skills and abilities they have to fill the job.

NOTE: This described process is called an employment match. Placement is when the employer interviews the applicants and hires the best qualified person who best meets his needs.

Phase II: Improving Student's Employability

One-on-one is a necessary factor to improve employability. Pre-employment training; workskill orientation; and employment advising in areas such as appearance, application completion, job interview techniques (role-playing), and resume writing techniques are part of one-on-one assessment. The goal is for the employer to see the graduate as a desirable employee. In some cases, job developers may be able to negotiate with employers for a change in the employment requirements so that participants can fill the employment opening.

This can be done by emphasizing the student's strong points (immediate availability, willingness to work, eagerness to learn) and by persuading the employer to hire the participant on a trial basis through On-The-Job Training (OJT). By offering OJT, the job developer can help reimburse the employer for necessary training and provide the graduate an employment opportunity.

Phase III: Finding and Creating Employment Openings

Meeting employers is the number one priority in job development because **job placement cannot occur without them**. Personal visits with employers will reveal their business and employment needs. The employer will be aware of the job developer, what services or program the job developer represents, and potential new employees. The meetings will give the job developer an idea of the types employees the employer's need.

Information on employers is readily available from a number of public sources. The following is a list of a few public sources for finding employers:

1. Business section of the local newspaper
2. Department of Commerce
3. Chambers of Commerce membership rosters
4. Small Business Associations (SBA)
5. City/Town Clerk's Offices and City/Town Planning Boards

6. Telephone directory yellow pages
7. State manufacturer's guide
8. Shopping malls' management association
9. Organization of Retired Executives

Job developers should have a prospective list/record of employers to visit. This list should include the company's name, address, services or products, name, title, and telephone number of the executive, manager, and name and number of the personnel director responsible for hiring.

Job Development Personal Visit Tips

To establish credibility with employers, ask for an appointment to explain the represented program or services. Emphasis should focus on a service that may save the employer time and money. Once the appointment has been made, the job developer should do the following:

1. Prepare for the visit by reviewing basic information about the company.
2. List any participants who might meet the employer's needs and have summaries of their qualifications available.

NOTE: 85% of all job openings are never publicly listed.

Always talk to an employer from the viewpoint of meeting his employment needs. Keep these five tips in mind:

1. Establish Objectives Prior to Each Interview

A job developer's objective is to explain the role of his/her program and to learn about the employer's business and employment needs. Ask for the opportunity to fill employment openings as they occur. Subsequent visits may be needed for discussion of specific participants, specific types of employment, or participation in OJT or TJTC programs. These visits will help the job developer uncover employer needs not readily apparent in the particular type of operation. Nearly every business has employment openings that participants can fill.

2. Identify Yourself & The Program Represented

A job developer must identify with the employer's needs and interests, and speak as much as possible in **in the employer's terms**. **A job developer must be honest**, using arguments in which he/she fully believes. **A job developer's credibility will depend greatly on their ability to convey convictions and commitment.**

3. Have a Flexible Approach

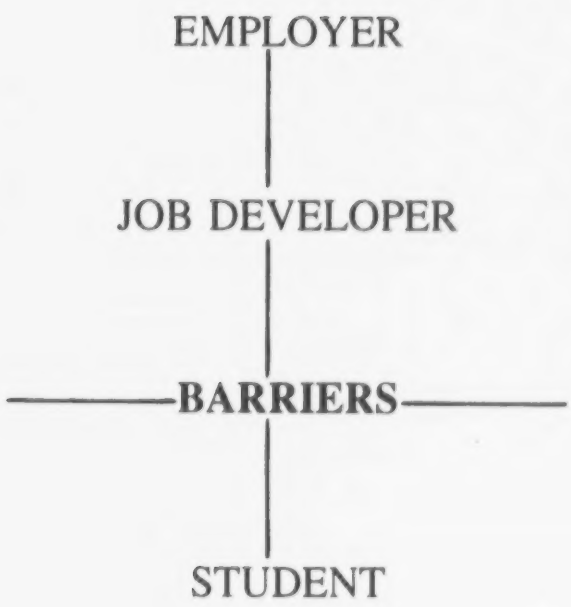
A job developer should adjust his/her approach to determine the needs of the company. A job developer's flexibility will establish good will and an employer base upon which employment placement activity can be built.

4. Never Debate the Philosophy of Your Particular Program or Agency

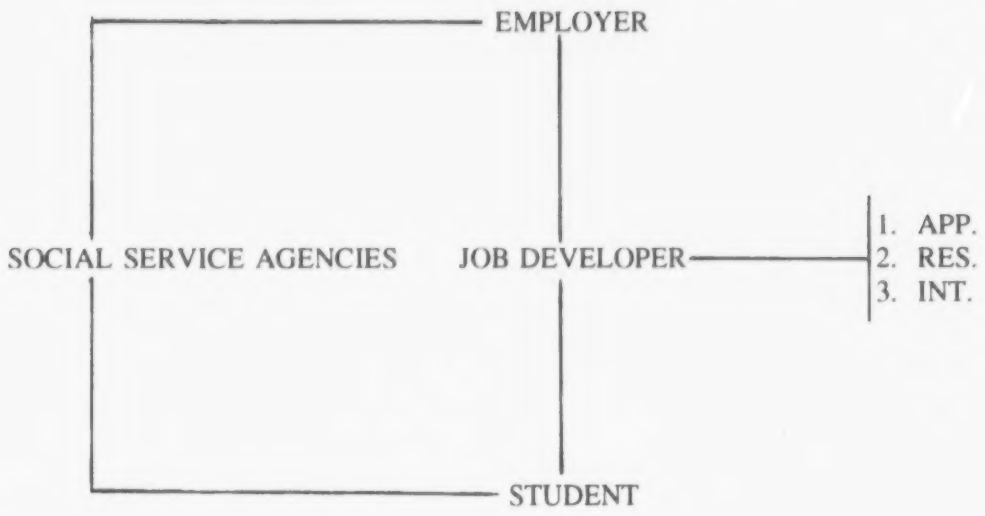
Arguing with an employer accomplishes nothing for a program and only wastes time. When an employer expresses negative feelings for a program's participants, suggest some illustrative points leading to general conclusions on which both you and the employer can agree.

5. Leave Literature on Your Program

Program literature that is easy to read and business cards should be left with employers.



Job development with emphasis on salesmanship approach, driven by agency's concept that everyone needs a job and places them in one now.



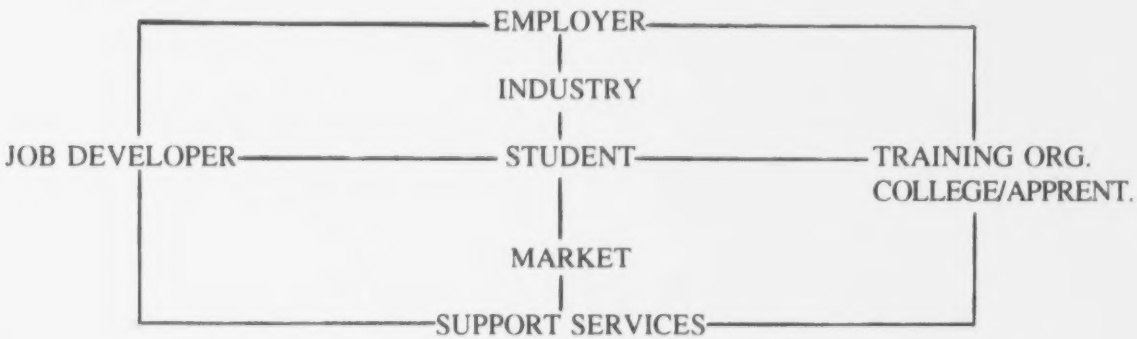
Visual representation of a job developer under current job development style.

NEW STYLE JOB DEVELOPMENT
ECONOMIC DEVELOPMENT

(Employer's View)

Explanation

ED job development is finding and/or creating an employment opening based on specific skills agreed upon by the industry market, the employer, job developer, training organization, and the participant, (See graph below), operating as a team for job placement.



This concept of job development recognizes the **employer** and the industry market as the number one element. This new approach starts with the job developer's initial interview with the employers and looks at the needs of the employer through his/her eyes. After assessing the needs, the job developer and employer will have formed the first part of the team to develop a training strategy.

Next, the job developer will identify the training organizations that can provide the needs of the employer and make contact with these organizations to obtain their application requirements, potential cost, and length of training. Now the job developer has the employer and training organization on board as working partners.

The third component in partnership building is identifying the support service agencies that can provide participants with the necessary child care, transportation, and other needs.

Once the applicable information has been compiled, the job developer can disseminate the information with the rest of the team.

The final part of the TCA job development is the initial interview between the job developer and the student. This contact will set the tone for any future relationship between the job developer and the participant. During this process, the job developer **must assess** the student's motivation level and what are the causes of resistance if any to not working.

Utilizing available agency tools of assessment, the TCA job developer will be able to enhance

and share with the participant a more real-life assessment of employment and training opportunities in their local area.

TCA JOB DEVELOPMENT WITH APPRENTICESHIP

What is Apprenticeship?
Apprenticeship is a training strategy that prepares people for skilled employment by conducting training in bona fide and documented employment settings. The length of training is determined by the needs of the specific occupation within an industry. The training period varies with the occupation and ranges from 1 to 5 years.

What is an Apprentice?
An apprentice is a person at least 16 years of age learning a skilled trade.

Apprenticeship training is based on a formal written agreement with an employer. This agreement states the conditions of a training period, length of training time, beginning amount of wage, rate of periodic wage increases and certifying as journeypersons upon completion.

There are four (4) apprenticeship selection methods used by 177 apprenticeship programs in the State of Oregon. (See attached apprenticeship selection methods sheet). Each apprenticeship program is administered by a Trade Apprenticeship Committee (TATC, a single committee administering more than one program) on Joint Apprenticeship Committee (a committee of management and labor, with equal representation which administers apprenticeship and journeyman upgrading training programs). The total system of apprenticeship includes the committee's registered standards, all other terms and conditions for the qualifications, recruitment, selection, employment, and training of apprentices in that occupation.

The Apprenticeship and Training Division is an agency of the State Bureau of Labor & Industries that stimulates and assists industry in the development, expansion, and improvement of apprenticeship and training programs. Staff consultants provide the technical assistance to industry in setting up programs and maintain this support throughout the term of apprenticeship.

Under the Apprentice Alternate Method A, the TCA job developer will find it EXTREMELY DIFFICULT unless his/her participants have extensive competitive qualifications and are placed on the list in numerical order.

Under Alternative Method B, TCA job developers will find it DIFFICULT unless his/her participant is already working in any capacity for the employer and have met the qualifications and experience requirements.

Under Alternative Method C, TCA job developers will find a GOOD opportunity for placing a participant because the employer is required to hire ONLY from a pool of pre-qualified individuals, regardless of scores.

Under Alternative Method D, TCA job developers will find an EXCELLENT opportunity for placing a participant because a participant signs a registration log, completes a "declaration of

interest" form, submits documentation to satisfy minimum requirements, finds own employment, completes application, and is approved by the trade apprenticeship committee.

KEY POINT #1

In using TCA job development, lines of communication must remain open with staff consultants and trade apprenticeship or joint apprenticeship committees to be successful in placing participants with employers designated as a training agent.

KEY POINT #2

Contact the staff consultant and request to attend an apprenticeship training committee meeting. Explain why and how the two programs can help each other.

KEY POINT #3

Alwasy remain positive and be prepared to answer questions.

TCA job development is **not to be** confused with networking, under current job development techniques. Old job development techniques use networking to identify the services, and then place them in an inactive role, only for informational purposes. TCA job development emphasizes each part to take an active role as part of a team approach.

SERVICES NEEDED TO SUPPORT THIS NEW STYLE JOB DEVELOPMENT AND RETENTION

The services needed to support this new style job development will DEPEND on each individual's circumstances. Common support service requests have been child care, transportation, tuition costs, tools, and job search assistance. TCA job development integrates with the existing support services by meeting with the support service staff to explain the process to them.

TCA job development in job retention emphasizes working with employers to identify and reduce on-the-job barriers; working with support service agencies to address the barriers and provide the needed service; working with the participant to ensure their participation in whatever program needed; and working with the job developer to coordinate, monitor and track the participant.

B-FIT/B-WEST GRADUATE TRACKING SHEET

Last Name_____ First Name_____

ETHNIC GROUP (circle one)

WM WF BM BF HM HF NAM NAF Other_____

B-FIT Graduate (Y/N)_____ B-WEST Graduate (Y/N)_____

Graduation Date_____

Apprenticeship program entered, if any _____

Name/Address/Phone # of training agent:

_____

_____

Currently Working (Y/N) _____

If not enrolled in an apprenticeship program:

Name of employer: _____

Address/Phone # of employer:

_____

_____

From (Mo./Yr.): _____ To (Mo./Yr.): _____

Type of work done:

_____

_____

Name of employer: _____

Address/Phone # of employer:

_____

_____

From (Mo./Yr.): _____ To (Mo./Yr.): _____

Type of work done:

_____

_____

Last contact with PCC staff: _____

PCC Referral: _____

Outside Referral: _____

PCC Employment Service (R/NR): _____

Tracking Worksheet Completed By: _____

Date: _____

Please send original sheet to program Job Developer, and place a copy in the sender's file.